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ABSTRACT

This book provides 12 papers on assessment, instruction, and policy making in special education and rehabilitation. Part I focuses on assessment, with the following papers: "A Theory of Human Behavior" (Ronald Eaves); "Describing the Cognitive Aspects of Intelligence" (David Sabatino and Hubert Vance); and "Critical Issues in the Diagnostic Assessment of Children with Autistic Disorders" (Lou Anne Worthington and Raymond Elliott). Part II, "Instruction and Learning," includes "Bilingual Pupils and Special Education: A Reconceptualization" (Richard Figueroa and Nadeen Ruiz); "Direct Instruction: A Research-Based Approach for Designing Instructional Programs" (Craig Darch); "Translating Research: Classroom Application of Validated Instructional Strategies" (Susan Fister and Karen Kemp); "A Model for Noncategorical Service Delivery for Students with Mild Disabilities" (William Bender et al.); and "Artificial Intelligence and Expert Systems: What Have We Learned?" (Cleborne Maddux). Part III, titled "Educational Policy Making," includes: "Litigation, Legislation, and Politics of Special Education: Implications for the Practitioner" (M. L. Anderegg and Glenn Vergason); "Transition from School to Adulthood for Young People with Disabilities: Critical Issues and Policies" (Paul Wehman); "School to Community Transition for Youth with Disabilities" (Philip Browning et al.); and "Transition Services Requirement: Issues, Implications, Challenge" (William Halloran). (PB)

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